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ABSTRACT

An inquiry-conceptual program framework for social studies education is described. Guidelines for implementation of the suggested program are set forth, and a model for planning the basic sequence of learning experiences is developed. Effective teaching/learning techniques are outlined. An annotated list of elementary social studies materials and a directory of professional organizations for social studies are included. (SHM)

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RESOURCES IN SOCIAL STUDIES FOR ELEMENTARY TEACHERS

Robert H. Watford

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August 1973

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TABLE OF CONTENTS

Introduction 1

Overview 2

Guidelines for Implementation of a Social Studies Program 10

Content and Process 12

Plan for Effective Teaching/Learning Techniques 16

An Annotated List of Elementary Social Studies Materials 32

Concluding Thoughts 40

Listing of Professional Organizations for Social Studies: A Directory 42

Bibliography 44

INTRODUCTION

Today J. Q. A. O'Toole is five years old going on six. One half of a decade has passed, the second half is in the offing. J. Q. A. O'Toole will shortly enter some school, somewhere in someplace U.S.A. and he will have someone as his teacher. Will his teacher have had a more than adequate preparation to begin, for J. Q. A. O'Toole, an integration of the many contrasts and contradictions of man today -- "it is a day of contrast, it is a day when there is a new dimension to man's knowledge, to his prosperity, his understanding, his technological advancement, and his ingenuity. Just as there is a new dimension to his destructive power, his suffering, his poverty, and his dehumanization."[1]

"The widening gap between the need for social understanding in our dynamic world and the actuality of what takes place in the confines of the elementary classroom is one of the greatest problems we face today. The most important element in closing this gap is a big improvement in the education of elementary teachers."[2] Kids today are some of the more sophisticated inhabitants of our society. We, the adults, have made them this way. Social realities are an everyday part of their lives and an integral part of their social being. Directly or indirectly through television, magazines, newspapers -- the mass media -- our children know of the typhoons and mass deaths in East Pakistan, they know of campus unrest, the plight of the Amerindians, and they are acutely aware of discrimina-

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[1]National Education Association, "The World of John Quincy Adams O'Toole," 1966.

[2]Senesh, Lawrence. SSEC Newsletter, November 1968, No. 6, p. 1.

tion, unemployment, Viet Nam, pollution and the blight of our cities.

Are we as a teacher prepared to even touch upon one of these issues? It is unfortunate that teacher training institutions don't equip us with the analytical tools we need -- tools like employment and price theory, the theory of social stratification, the concept of culture, the theory of cultural change, and the theory of conflict resolution.[3] At most institutions of higher learning students are required to take only one or two introductory courses in each of the social sciences. Introductory courses are terribly general in substance and are not, themselves, concerned with what teachers will most probably encounter in the schools of our cities. Academicians seemingly give least priority to the education of teachers--so conversely is it entirely the teachers fault if he in turn cannot integrate the interdisciplinary complexities of our society and bring them into the classroom with some degree of comprehension and an ability to disseminate his knowledge with his students?

OVERVIEW

Society today is changing radically and rapidly as evidenced by changes in societal values and institutions, scientific and technological developments, and urbanization which have resulted in uncertainties and concern for the individual and human values.

Social Studies education focuses on societal phenomena and gives special attention to the problems related to studying man in this changing society. More specifically, attention is drawn to studying man through

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[3]Senesh, Lawrence. Ibid., p. 1.

the use of multiple modes of inquiry. The disciplines of history, geography, economics, political science, anthropology, sociology, and psychology serve as the basic sources of inquiry, the concepts, and the data which must be used to design the curriculum.

Objectives[4]

A new priority of objectives is needed in social studies education. It is no longer sufficient to impart knowledge of the world as it is, or to have students grapple with current social problems. Students need to develop the competencies needed to deal with the different realities and problems of the future, in addition to understanding realities and problems of today.

Though society may change radically, the ways in which men seek to understand it will remain much more constant. While students are studying today's society they should be developing the inquiry-conceptual skills and tools that will equip them to continue to learn throughout their lives. Specifically, they must master the modes and processes of inquiry that are most useful in studying man in society. Students must also become proficient in using the concepts and data that are most helpful in studying their own and other societies. New concepts will be developed and existing ones will be changed. What is important, therefore, is not teaching students a particular set of concepts per se, but teaching them to understand the nature of concepts as tools of inquiry and the processes of inquiry through which they are developed and used in the study of

[4]Adapted from Proposed K-12 Social Sciences Education Framework, Statewide Social Sciences Study Committee, California State Department of Education, October, 1968, pp. 18-19.

significant topics and problems.

Inquiry-conceptual objectives may be viewed on two levels. The first level includes overarching objectives consisting of a composite of behaviors which illustrate desired outcomes of instruction in social sciences education. For example, desired outcomes for all students include the ability to:

- Define issues, problems, and topics of study clearly, giving attention to values and other affective elements as well as to concepts and other cognitive elements.
- Select and use appropriate modes of inquiry in terms of the problem or topic under study.
- Select and use appropriate processes of inquiry in light of the mode of inquiry that is being used at a given time.
- Interpret data meaningfully, assess the accuracy of information, and communicate ideas effectively.
- Use concepts as tools to analyze problems, guide observation, make comparisons, classify data, interpret findings, and communicate ideas.
- Contrast or compare events and activities as appropriate to explore identities, similarities, and differences.
- Analyze rights, freedoms and responsibilities in the context of relevant values and underlying conditions.
- Propose and evaluate solutions to problems in terms of consequence analysis based on a priority of values.
- Make and test hypotheses and generalizations, taking account of relevant information and avoiding overgeneralization.

- Express and demonstrate ways in which fundamental values are a part of our American heritage.

The above and related objectives need to be defined more specifically on a second level directly related to topics selected for study. For example, behavioral objectives related to the topic "How have ethnic minority groups and individuals affected American development?" include development of the ability to:

- Locate on maps the places from which specific ethnic groups came and where they settled in the United States.
- Identify problems faced by different groups and explain how the problems influenced their status in the community and their potential for mobility.
- Identify examples of discrimination, segregation, and social stratification as presented in instructional materials.
- Describe how the interaction of culture and environment resulted in distinctive patterns of behavior for each group studied.
- Identify aspects of contemporary culture and features of his own community that have been influenced by various ethnic groups.

The inquiry-conceptual objectives of the program will require a substantial acceleration of changes already going on in teaching materials and classroom strategies. The student cannot become an effective inquirer by only learning what is in the textbook or what the teacher tells him. If he is instead to "discover" for himself through inquiry and conceptualization, comprehensive coverage and textbook surveys must give way to the intensive examination of carefully delimited settings. Conventional textbooks must give way to new kinds of materials (including original

sources of data) for learning, and teachers must become even more adept at strategies for eliciting and guiding inquiry.

The Inquiry-Conceptual Program Framework (A Continuously Evolving Program)

If the inquiry-conceptual objectives are to be achieved, the very idea of a framework must be thought of in a new way. Change is too rapid--in society, in the scholarly disciplines concerned with the study of man, and in the strategies and materials for social learning--for anyone to be sure in advance what program in the studies of man will be most effective. A truly effective program can be developed only through a continuing process of innovation, evaluation, and revision in the light of actual classroom experience.

The social studies framework for Hawaii is described as the Inquiry-Conceptual Program.[5] The Inquiry-Conceptual Program has a content-process framework. It consists of three interrelated components, all of which are dependent upon a flexible learning environment, appropriate strategies and materials for teaching, program evaluation and teacher education. It focus is on understanding problems and making decisions and taking action on social and civic problems. A person living in our world today is daily confronted by an array of problems, events, and happenings that demand his making a decision or taking action. A viable social studies program must be able to meet this demand in terms of equipping young learners with the necessary knowledge and skills.

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[5]Adapted from Proposed K-12 Social Sciences Education Framework, Statewide Social Sciences Study Committee, California State Department of Education, October, 1968.

Elements of the Inquiry-Conceptual Program Framework[6]

The three interrelated components of the program are: (1) inquiry processes, which are grouped into modes of thinking, (2) concepts, which are derived from the social sciences and serve as the tools of inquiry, and (3) settings, which are the selected themes and topics that serve as the context within which inquiry can take place.

The first component, inquiry processes, as used in the social studies, consists of distinct processes which are grouped into modes of thinking, namely the analytic, integrative, and policy modes of thinking. These modes are ways of thinking which help learners to examine and analyze situations and problems which are the focus of study at any given time. A brief examination of each follows:

a. The analytic mode is used in asking questions which lead to an examination of why things happen or why people behave as they do. For example, in studying about the family, students must ask questions which lead to a study of members of the family--what are their roles, functions, and expectations? The concept is then further developed through inquiry processes such as inferring, generalizing, etc.

b. The integrative mode is used in answering the basic "identity" question: Who am I? Who are we? Who are they? It is used in examining and analyzing all the factors or characteristics of a situation or event in a particular time or place which would then present the topic of study in a realistic and balanced perspective.

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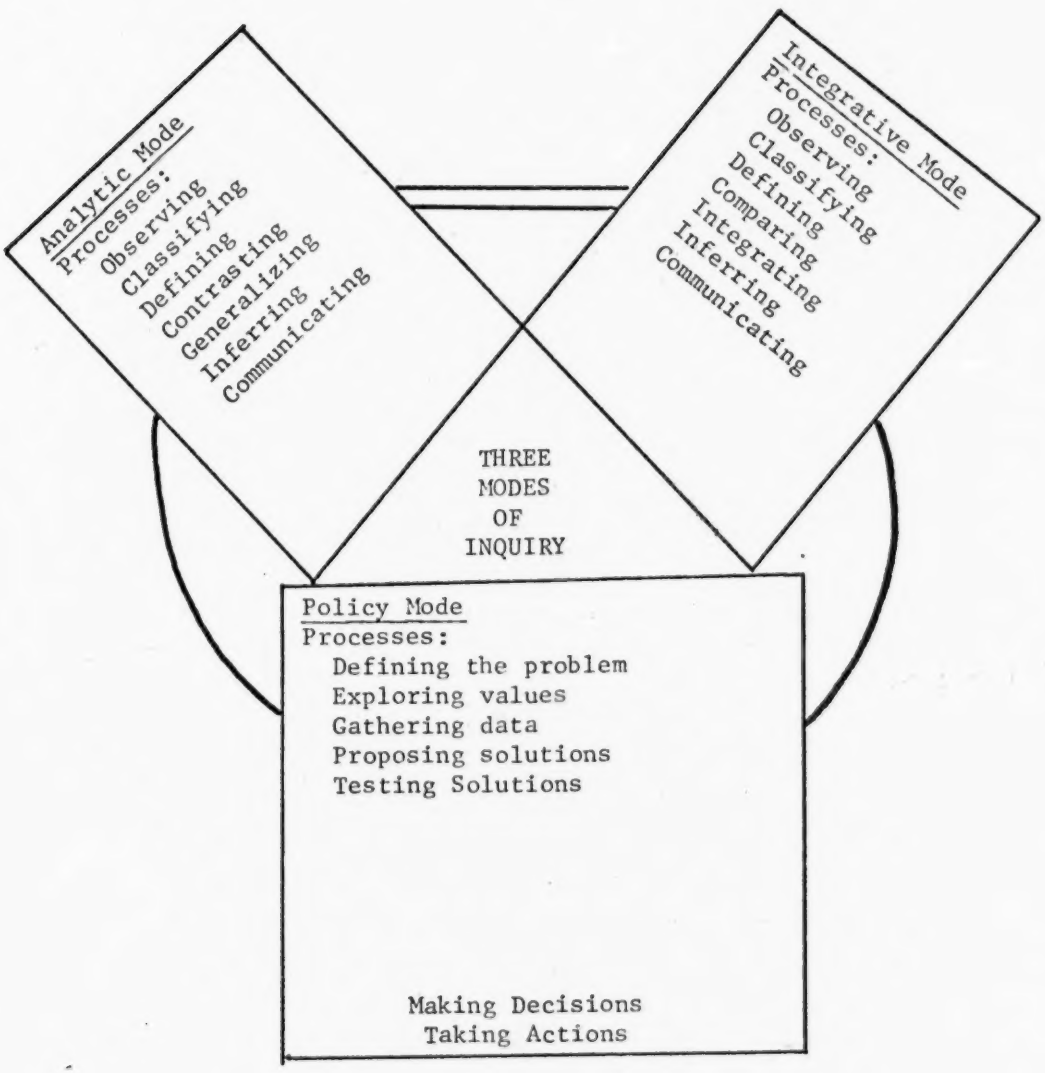
[6] Adapted from Proposed K-12 Social Sciences Education Framework, Statewide Social Sciences Study Committee, California State Department of Education, October, 1968.

For example, in studying about the family as a social institution, students must ask questions which can help them relate the roles of individuals, their expectations, the influence of past culture, the physical environment, and the like to enable them to develop a concept of "family." The concept is also further developed through inquiry processes similarly used in the analytic mode.

c. The policy mode is used in putting to use the learnings derived from the analytic and integrative modes to answer the question: What should I or we or they do next? It is used in arriving at decisions or making judgments or taking actions related to issues and problems confronting individuals and society. For example, to solve the problem of how to improve urban life, students must ask what urban functions are (analytic mode) and how they are related to the other factors which create an urban problem condition in a particular city (integrative model), before they can attempt to solve the problem of how to improve urban life (policy mode).

The learning processes used in the different modes of inquiry are basically the same; in fact, they are the processes such as observing, classifying, and defining which are used in almost any kind of learning situation. However, as students learn social studies concepts, they become aware of these processes, together with any one of the modes of thinking (analytic, integrative, or policy), as a way of thinking or learning about something. In the total experience of learning, students will be moving from one mode to another many times, depending on the particular skills or concepts being developed at any one time. A diagram of the relationship between the modes of inquiry may be shown as follows:

PROCESSES OF INQUIRY IN EACH MODE



GUIDELINES FOR IMPLEMENTATION OF A SOCIAL STUDIES PROGRAM

Revision of an existing program or implementation of a new program involves several successive steps which schools must involve themselves in and which require key decisions to be made by all personnel in a school.

Step 1: A Self-Appraisal

An assessment of the school's current program is an imperative first step. Unless teachers and administrators alike are convinced that change is needed, efforts toward change will soon bog down and little, if any, progress will be made. Thus self-appraisal might begin with an examination of a number of experimental and innovational programs which are the record of what other groups of teachers, administrators, and specialists believe to represent promising practices. A school might then comparatively look at its overall philosophy, the scope and sequence of the social studies program, the timeliness of topics, provision for student involvement and skill development, meeting individual differences, and finally how evaluation of progress in social studies is conducted. What can the school learn from the experiences of others to improve its program?

These kinds of considerations should be thoroughly discussed and debated by all teachers.

Step 2: A Thorough Understanding of the State Social Studies Framework

Does the State Framework complement the school's philosophy? Does it present sufficient guidelines for changing or revising the current program and for implementing new directions?

Step 3: How Much Shall Be Revised?

A decision must now be made concerning how much revision should be undertaken. This could range all the way from a minor change in program, such as selecting a new textbook series or updating reference materials, to building an entirely new program, complete with a written course of study. It might even include an in-service program for all teachers in a school.

Step 4: Developing the Course of Study

This phase will occupy the largest amount of time. It involves collecting all available resources and evaluating them for possible use in putting together a series of units that will have meaningful scope and sequence for students in a particular school. If none are satisfactory, it means perhaps that units must be developed by teachers themselves.

Step 5: Phasing in the "New" Program

At this point, decisions must be made regarding how the new program is to be phased into the old program. Several alternatives are possible:

1. A "Pilot", "Trial," or "Demonstration" Project

   This alternative involves implementation in a limited number of classrooms in each level. Advantages are that closer supervision is possible, a limited number of materials will be needed and can be carefully evaluated and it does hold promise for in-service visitation by other teachers.

2. Modification of Part of the Year's Work

   This alternative attempts to mesh the "new" program with the "old" by introducing two or three new units for each grade level. This plan has the advantage of getting a broader base for a preliminary

evaluation but it may be more costly in terms of materials and it may also be more difficult to make changes if the units become subsumed in the previous program.

3. Modification on a Grade-by-Grade Basis

This alternative introduces a new program a grade or two at a time. The advantage is that it permits careful assessment of continuity between grade levels, but at the same time, the change-over from the "old" to the "new" program is slow in comparison with the other alternatives of change.

Step 6: Purchasing Appropriate Instructional Materials

If the unit approach to teaching social studies is adopted for the revised program, substantial additional supplementary materials will probably be needed in learning centers or resource centers and school libraries. Special attention should also be given to stocking rooms adequately with maps and globes, as well as other equipment which are used for audio-visual media.

Step 7: Continued Evaluation of Program

Once implementation has begun, however minimal in degree, continued evaluation of the program should take place with appropriate modification and further revisions made as necessary.

CONTENT AND PROCESS

A few notes are presented below on the role of concepts and generalizations (content) in the social studies and the teaching-learning process. Suggested strategies for planning the basic sequence of learning experi-

ences are also presented for consideration.

Concepts and Generalizations

Current social studies instruction places less emphasis on coverage of facts; however, no one should assume that factual learning plays no role in social studies. It is from the facts of the various social science disciplines that social studies draws concepts and generalizations needed to attain our objectives in learning.

A social studies concept is a word or phrase which generally has two levels of meaning associated with it. The denotative level is simply the dictionary definition of the word. The connotative level, however, is a higher level of meaning which students must be trained to understand.[7]

The process of teaching the connotative aspects of concepts is called concept formation. This process requires introducing students to concepts over long periods of time in varied settings so that they will discover for themselves the diverse connotations of a concept.

Generalizations in social studies are generally of two types--substantive and methodological. Substantive generalizations are rules or principles expressed in statements which have universal application and which may be inductively reasoned from the contents of the social studies. Methodological generalizations are principles or rules which describe a skill or technique for studying social studies content.[8]

Every generalization contains one or more concepts. Thus it can be

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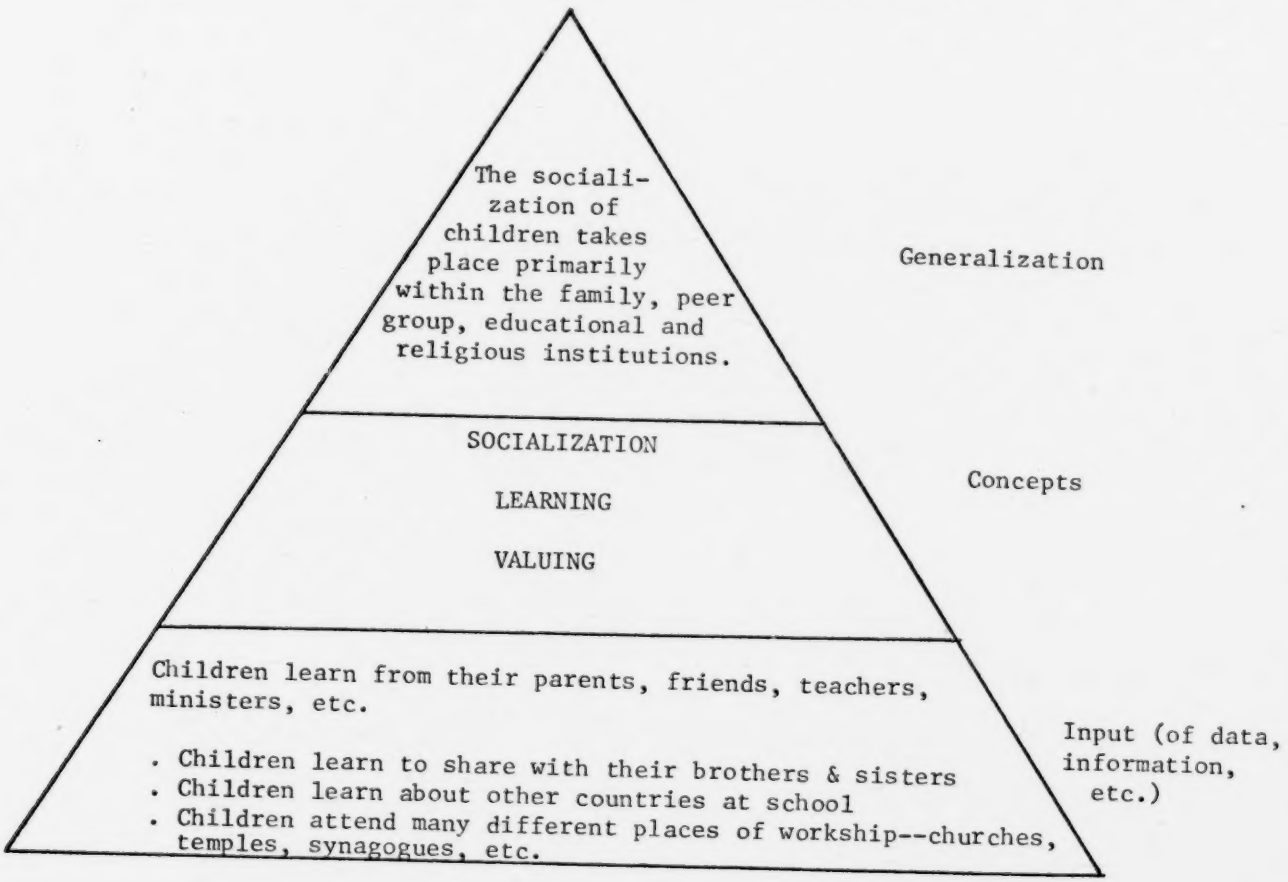
[7] James G. Womack, Discovering the Structure of Social Studies. New York: Benziger Brothers, 1966.

[8] Ibid.

readily seen how the introduction of a concept followed by the process of concept formation, leads to the formulation of a generalization.

Teaching Approaches and Strategies

In the teaching-learning process, students generally begin with an extensive study of data and information which leads to an understanding of certain concepts, and finally culminate in the development of a generalization. The following is an illustration of this process.


The socialization of children takes place primarily within the family, peer group, educational and religious institutions.
Generalization
SOCIALIZATION
LEARNING
VALUING
Concepts
Children learn from their parents, friends, teachers, ministers, etc.
. Children learn to share with their brothers & sisters
. Children learn about other countries at school
. Children attend many different places of workship--churches, temples, synagogues, etc.
Input (of data, information, etc.)

Planning for the development of concepts and generalizations is, therefore, an important part of the teaching-learning process.

The diagram on the following page illustrates a possible strategy for

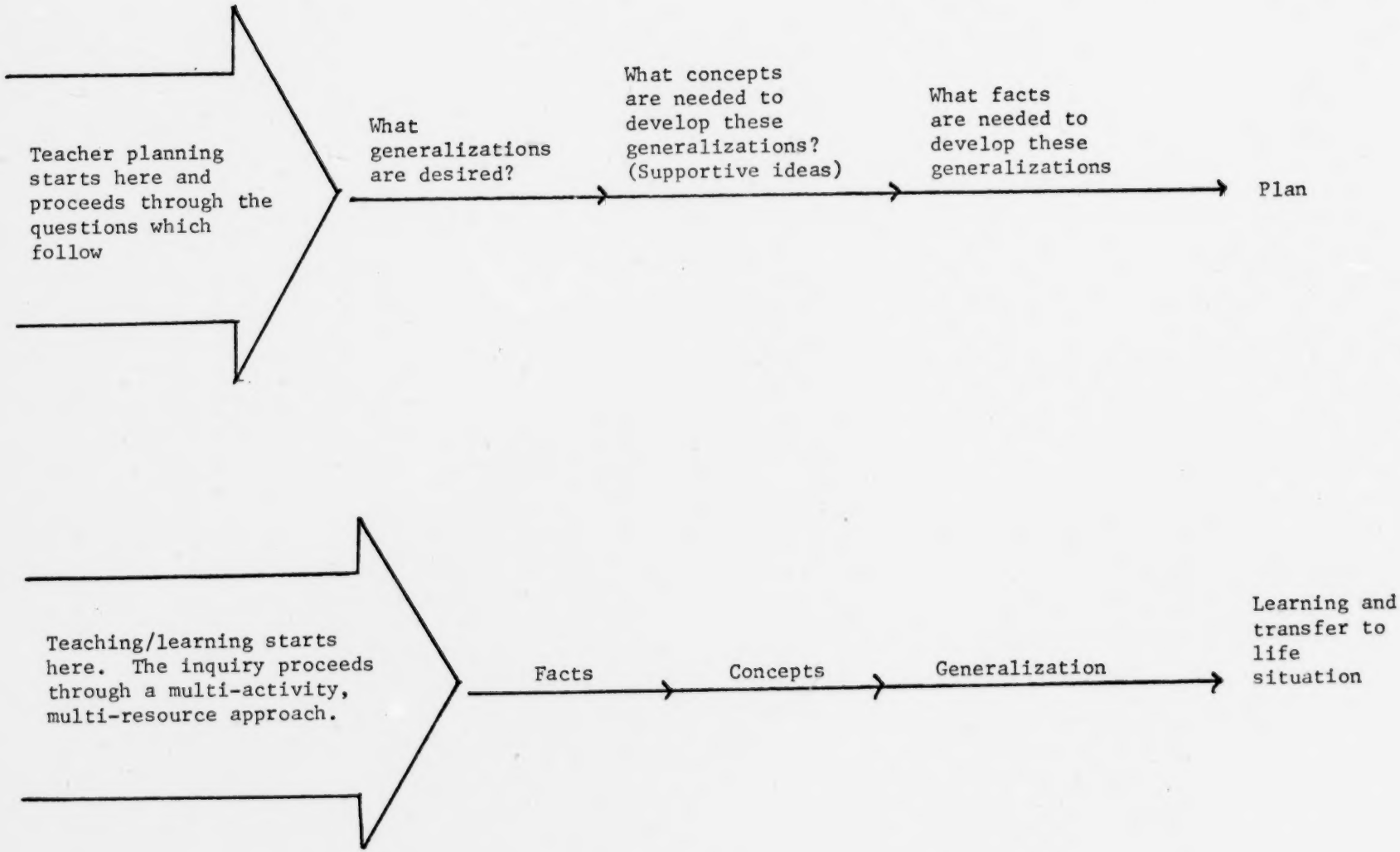

Teacher planning starts here and proceeds through the questions which follow
What generalizations are desired?
What concepts are needed to develop these generalizations? (Supportive ideas)
What facts are needed to develop these generalizations
Plan
Teaching/learning starts here. The inquiry proceeds through a multi-activity, multi-resource approach.
Facts
Concepts
Generalization
Learning and transfer to life situation

Diagram adapted from *A Conceptual Framework for the Social Studies* (Madison: Wisconsin Department of Public Instruction, 1967), p. 4.

planning the basic sequence of the learning experience. The top sequence represents the thinking process that occurs with teacher planning, and the bottom sequence represents the thinking process that occurs with the student who is actively involved in learning.

PLAN FOR EFFECTIVE TEACHING/LEARNING TECHNIQUES

Objectives have been determined (the *where*), content has been selected (the *what*); it now remains to develop the *how* (instructional techniques) and the *how well* (evaluation).

Individual differences among teachers will to some extent dictate what methods are used and which are most effective. As long as they are congruent with the goals and are successful (from both the students' and the teacher's viewpoints), they are effective.

One absolute prerequisite for any successful method is that *the students must be actively involved*. Far too many students are passive observers watching the teacher perform and occasionally answering teacher questions. Effective learning takes place only when students are active participants in the teaching-learning process--whether in or out of the classroom.

Guidelines

Offered here are general guidelines which it is hoped will help lead to successful, effective learning.

1. A variety of techniques should be tried.

   It may be possible for a teacher to be successful using the lecture-discussion method, or any other, exclusively. However, most teachers have found that "there is no one strategy that always seems to 'work'; it is necessary to use a variety of techniques not only to avoid bore-

dom but also because some strategies seem appropriate to achieve particular objectives."[9]

a. Lecture

Listed as one of the two most commonly-used instructional methods by 70 per cent of Pennsylvania's social studies teachers in a 1965-66 PDE survey. One of the most efficient ways to transmit a body of information. Also one of the most difficult to do well. Frequently overdone.

Studies of teacher behavior show repeatedly that most classroom instruction consists of teacher talk 70-80 per cent of the time. The all-too-familiar role of the teacher as a walking textbook has done much to damage the image of social studies in the eyes of students.

b. Discussion

By far the most used teaching technique--94 per cent of the teachers listed it in the survey mentioned above. Often effective in letting students test their ideas before others and learn from others' positions. Frequently becomes an exchange of ignorance or may be dominated by the most talkative students. More frequently, what passes for discussion is short student answers to teacher questions. If handled expertly, can be one of the most effective teaching tools.

Aid to teachers in learning how to structure questions and conduct discussion are:

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[9] Cases and Controversy: Guide to Teaching the Public Issues Series, Harvard Social Studies Project, American Education Publications, 1968, p. 9.

Classroom Questions--What Kinds? by Norris M. Sanders, Harper & Row, 1966. $2.50.

Dissects the questioning technique into its most basic elements. Formulates a structure for questioning based on the levels of sophistication in Bloom's *Taxonomy of Educational Objectives*.

c. Oral Reports

Should be used for a definite purpose: Bring information to class, present a point of view, give students practice speaking before group, among others. May be made more effective with student-made transparencies, charts, etc.

d. Written Reports

Need to be closely supervised or may amount to nothing more than copying from an encyclopedia. Allows students to research in depth on a specific subject in which he is interested.

e. Debates, Symposia, Panel Discussions

Useful for bringing out all sides of controversial issues.

f. Field Trips

Extremely effective in breaking down classroom walls, learning about community first-hand. Requires administrative cooperation. Used by one one-fourth of Pennsylvania social studies teachers (PDE survey). Most are of the one-day type but three-four-day trips are becoming more common. Good opportunity for student planning.

g. Resource Speakers

Bring the community into the classroom. Little-used technique with high potential. Particularly effective in learning about foreign cultures, local problems, abstract issues. Every community has

experts willing to speak: government officials, missionaries, Peace Corps returnees, travelers, servicemen, etc. Some districts have compiled directories of available speakers. Can give an added personal dimension to learning.

h. Telelecture, Speakerphone

Low-cost way to give students verbal contact with state and national leaders and experts. Consists of amplified telephone setup by which resource people talk from their home or office with one or more classes in a two-way conversation. May be supplemented with slides or transparencies. For details, contact telephone company.

i. Role Playing

Adaptable to all age levels and any subject. Useful in analyzing complex situations and in bringing out students' ideas, values, prejudices.

Resource:

Role Playing for Social Values: Decision Making in the Social Studies, by Fannie R. Shaftel, Prentice-Hall, 1967.

j. Simulation Games

Operating models of physical or social situations. Help elementary and secondary students learn concepts, skills, critical thinking and much more in an exciting format. One of the prime motivational devices available.

Resource:

Learning with Games: An Analysis of Social Studies Educational Games and Simulations, Cheryl Charles and Ronald Stadsklev, editors,

Social Science Education Consortium Publications, 855 Broadway, Boulder, Colorado 80302, $4.95.

Simulation Games for the Social Studies Classroom, 1968, Foreign Policy Association, 345 East 46th Street, New York, New York 10017. $1.00.

Gives an overview of gaming--what it can and can't do--and describes 25 games.

k. Community Surveys and Studies

Using the community as a laboratory is one of the best ways to make learning relevant--it is what is going on now, it is close at hand and it helps to break down school-community barriers. May take many forms--surveys of social services, the community's economy, political (power) structure, history, etc. The tape recorder is a useful tool in making such studies.

Resources:

Teaching History with Community Resources, by Clifford L. Lord, 1967. Bureau of Publications, Teachers College, Columbia University, New York, New York.

A how-to-do-it booklet aimed at the teacher. Packed with ideas for getting students involved in a meaningful study of local history.

"Taped Interviews and Community Studies" by Gould P. Colman, *Social Education* December, 1965.

l. Tape/Slide Presentations

To get the term paper out of the written format, students present the results of research in pictorial and audio form with slides and

taped narration. Can be retained and used with subsequent classes.

m. Films

More and more students and teachers are making short 8mm films as a means of illustrating concepts or documenting a study. Can be very effective but requires supervision.

n. Student Interns

Practical plan to get students into the community, perform useful work and learn about the community firsthand. Arrangements are made with municipal offices, social agencies, etc. for students to work on a regular basis on projects which relieve regular staff. This longer-term plan is preferable to the more common Students-in-Government Day in which students assume municipal offices for one day only.

Resource:

Promising Practices in Civic Education, NCSS, 1967, describes this and many similar projects as the result of a nationwide survey. A valuable resource. $4.00.

o. Student Exhibitions

Historamas, geography fairs and other exhibitions of student projects are excellent motivators for the academic and non-academic student alike. Often regional exhibits with neighboring schools can be arranged. The Pennsylvania Federation of Junior Historians conducts a statewide history fair at its annual convention.

p. Oral History

Using a tape recorder for interviewing older residents is an excellent way to preserve local history for succeeding generations.

Makes history come alive for students as nothing else can.

Resources:

"Oral History as a Classroom Tool" by Charles T. Morrissey, *Social Education*, October, 1968.

"Taped Interviews and Community Studies" by Gould P. Colman, *Social Education*, December, 1965.

"Tape-Recording Local History" by William G. Tyrrell, Technical Leaflet 35, American Association for State and Local History, 132 Ninth Avenue, N., Nashville, Tennessee 37203. 25¢

World Tapes for Education, Box 15703, Dallas, Texas 75215, an organization of tape enthusiasts, has in its tape library for loan interviews with eyewitnesses of historical events which add a new dimension to history study.

Oral History Association, Box 20, Butler Library, Columbia University, New York, New York 10027.

q. Exchange Projects

(1) Tape Exchanges

Highly effective means of learning about other regions, nations and cultures. Tapespondence can be initiated with schools in other parts of U.S. and abroad by joining organizations which provide rosters of interested schools. One of best known: World Tapes for Education, Box 15703, Dallas, Texas 75215.

(2) Pen Pals

Good individual learning activity which develops many skills

and is lots of fun. Some sources:

(a) World Pen Pals, 2001 Riverside Avenue, University of Minnesota, Minneapolis, Minnesota 55404. Ages 12-20. 35¢ charge for each request.

(b) English Speaking Union, Pen Friend Division, 16 East 69th Street, New York, New York 10021. Ages 9-16. No charge.

(c) International Friendship League, 40 Mount Vernon Street, Boston, Massachusetts 02108. $1.00.

(d) League of Friendship, P.O. Box 509, Mount Vernon, Ohio 43050. Ages 12-25. 35¢ per name.

(3) Exchange Students

U.S. students spend summer or school year living with family in foreign country and foreign students enroll in American schools for a year. Student becomes built-in resource person. Excellent public relations for school. Best-known organization: American Field Service International Scholarships, 313 East 43rd Street, New York, New York 10017.

(4) School Exchanges

(a) School Partnership Program, Peace Corps, Washington, D.C. 20525. U.S. schools raise and contribute $1,000 to supply materials to build a school in a developing nation. Results in vigorous exchange of photos, maps, tapes, letters and other materials.

(b) School-to-School Program, American Cooperative Schools, U.S. Department of State. Exchange of teachers, students and learning materials. Write Director, Office of Overseas Schools, Depart-

ment of State, Washington, D.C. 20520.

(c) School Affiliation Service arranges classroom-to-classroom relationships between U.S. and foreign schools. Write American Friends Service Committee, 160 North 15th Street, Philadelphia, Pennsylvania 19102.

(d) People to People, School Exchange Program, 2401 Grand Avenue, Kansas City, Missouri. Matches U.S. and foreign classrooms resulting in exchange of letters, photos, displays, etc.

r. Television

Many excellent programs are being developed nationally and regionally. The increasing use of videotaping eliminates the scheduling problem which has severely limited ETV. Some schools are investing in cameras and producing their own programs for closed-circuit dissemination, a valuable use of student talent.

s. Student Conferences

Numerous opportunities exist for students to learn in an out-of-classroom atmosphere through the medium of assemblies and conferences. Model United Nations, legislatures, international days, youth forums, Boys State, etc. have built-in motivation and teach skills not possible in the traditional classroom format. The Social Studies Councils maintains an annual calendar of such special events.

Most of these techniques are not new--teachers and students have been using them for years. Yet *most* teachers limit their instruction to one or two--usually lecture and discussion--and thereby deprive their students of many exciting and realistic learning experiences. Once a teacher gets his notes for a course set, is familiar with the textbook, and develops an easy pattern for teaching, it sometimes takes a revolution to get him to deviate from

the familiar and try something different. Here is the crux of why social studies is held in low esteem by many students.

2. A variety of approaches to learning should be used.

   a. The Discovery Approach

      Also known as *inductive* or *indirect learning* or *inquiry*. In this approach, the student is encouraged to discover on his own the facts, concepts, principles and generalizations inherent in subject matter content. It epitomizes a recent statement by John Gardner: "All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants." It is a departure from the traditional expository method whereby the teacher or a textbook gives the student all the answers.

      So much learning in social studies classrooms consists of a recital of dates, events, laws, causes, results and principles; in this system, there is no place for a student's curiosity, wonderment, reflection, inquisitiveness. "Here is the material--learn it." Questions are discouraged--they take up time and the teacher may not be able to answer them. "What-if" postulations are rejected as a waste of time--"that isn't the way it happened." Everywhere the student turns, the answers are given: the narration of the films he sees leaves little to the imagination, captioned filmstrips explain what is going on.

      Teachers have been using the discovery method for years but the current emphasis on it will spread its use to many more. One of the strongest points is the change it gives to the teacher-student

relationship. From being the fount of wisdom and an answer-giver par excellence, the teacher in a discovery situation changes into a director or facilitator of learning. Self-education becomes the chief vehicle of learning and students assume more responsibility for their own progress.

Two kinds of discovery may be used. In the *open-ended approach*, the teacher has not previously decided what knowledge or conclusions the students are supposed to gain from the exercise. He is willing to accept whatever issues and approaches they suggest, so long as they seem serious and relevant. The *closed approach* occurs when the teacher knows what outcomes he expects and, with varying degrees of subtlety, leads or prompts the students to reach the right conclusion.

How does "discovery learning" work out in practice? J. Richard Suchman, one of the pioneers of discovery in science education, developed a technique in which a three-minute silent film was shown illustrating a scientific principle. Students were then permitted to ask questions which could be answered affirmatively or negatively. From this process, they were to decide what was taking place and deduce the principle.

From geography:

A diagrammatic sketch of a real or imaginary community is drawn on the board showing waterways, roads, industries, etc. By making inferences and suppositions, the students try to determine what the symbols stand for, what kind of a town it is, how the people make their living--in effect, a profile of the town. They may

arrive at completely different but just as valid conclusions as the teacher had in mind.

Another:

A map of India is projected showing only the rivers. Students are asked to speculate where the major cities are located. As discussion wanes, an overlay fills in the mountains, plateaus and lowlands. Further discussion. Then a climate overlay and another showing rainfall. With each overlay, the hypotheses of the students become more pointed. The final overlay pinpoints the cities, accompanied by animated discussion of why they are where they are.

Another:

A series of photographs of people of different nationalities is shown to students, who are to infer what country they represent from the visual evidence. The same can be done with photographs of places.

As may be seen, discovery as a technique is best used intermittently throughout a course. As teachers become more expert at it and more knowledgeable about its applications, it will become more a part of many courses.

Resources:

Inquiry in Social Studies by Byron Massialas and Benjamin Cox, McGraw-Hill, 1966.

The Study of Totalitarianism: An Inductive Approach (A Guide for

Teachers) by Howard D. Mehlinger. Bulletin No. 37, NCSS, 1965. $2.00.

Inquiry in the Social Studies by Rodney F. Allen, John V. Fleckenstein, and Peter M. Lyon, eds. Social Studies Readings No. 2, NCSS, 1968. $2.25.

"Inquiry in the Classroom--A Strategy for Teaching" by Barry K. Beyer. Reprint from *Today's Catholic Teacher*, September 13, 1968. 51 pp.

Teaching the New Social Studies in Secondary Schools--An Inductive Approach by Edwin Fenton, Holt, Rinehart & Winston, 1966.

Creative Encounters in the Classroom: Teaching and Learning Through Discovery by Byron G. Massialas and Jack Zevin. Wiley, 1967.

b. The Case Study Approach

Known also as *depth studies* or *postholing*. This approach involves the study of a limited situation or a relatively small class of phenomena rather than a survey of a broad movement or period of time. The rationale is that conclusions reached in such a study will be applicable to a more general class of incidents.

This might take the form of a comprehensive examination of a representative country in each of the major culture areas of the world in a world cultures course instead of attempting a study of each nation.

Examples are the Harvard Social Studies Project's Public Issues Series and the Eagleton Studies on Practical Politics available from the Eagleton Institute of Politics, Rutgers University, New Brunswick, New Jersey.

c. The Problems Approach

Sometimes wishfully called the Problem-Solving Approach. Subject content is considered as a series of problems to be investigated and alternative solutions proposed. May center around conflict situations (e.g., personal liberty vs. public welfare). Gives a different focus to traditional content. It is applicable to almost any social studies course. For example, an American history problems course covered the period from discovery to the present through the study of 22 problems.

Resource:

The Problems Approach and the Social Studies by Richard E. Gross and Raymond H. Muessig, eds., NCSS Curriculum Bulletin, 2nd Revision.

d. The Chronological-Historical Approach

The most commonly-used method of teaching history. Gives students a sense of chronology but is sometimes criticized as the "one damn thing after another" approach.

e. The Topical or Thematic Approach

A single topic or theme (e.g., organized labor, political parties, immigration, civil rights) is studied through the span of history.

f. The Multi-Media Approach

This is nothing more than using a variety of teaching/learning media to help students learn. Weaning teachers away from sole dependence on one medium--the textbook--is one of the hardest problems supervisors face. Teachers must be shown that the use of a variety of media can often be more effective than one or two methods used day after day.

g. The Expository-Descriptive Method

Probably used by more teachers than any other method. Narrative story or description of events with little or no emphasis on interpretation or analysis. Criticized as not going far enough--gets the facts across but doesn't make use of them. Can be improved by elaboration:

Why did it happen?

Could it happen again?

Any counterparts today?

What conditions caused it to happen?

How was it resolved?

Why did it turn out that way?

What might have been a better way?

3. Language Arts--Social Studies Combination

To define the Language Arts as experience with the various dimensions of language with the word "experience" as the key word

To define Social Studies as experience with the various dimensions of social organization, interaction, and conflict with the word "experience"

as the key word.

The combination could become a model involving:

Responsibility

Affect

Intellect

Creativity

For Example:	Language Arts	Social Studies
Responsibility	Language as the medium of thought whether critical or supportive--the reception of production of language	Application of thinking products to real social situations which have consequences
Affect	Communication Technology	Processing human interaction
	Power Prose and Poetry	Social message sending
Intellect	Reception and Production of Symbolic and Semantic Data	Skills of classification, relationality, transforming, and implying--all within the context of content
Creativity	Interpretative Reading	Sensitivity, insight, Empathy, and understanding
	Writing	Alternatives: flexibility imagination curiosity
	Languaging	Social content of language

AN ANNOTATED LIST OF ELEMENTARY SOCIAL STUDIES MATERIALS

Addison Wesley Publishing Company, Sand Hill Road, Menlo Park, California.
The Taba Program in Social Science, (Grades 1-6). Based on Taba guides Curriculum Project-Contra Costa County. Process approach. Teacher's guides and pupil texts.

Academic Games Associates, Inc., 430 E. 33rd Street, Baltimore, Maryland 21218.
Trade and Develop, (6-9). Game which deals with international trade.

Afro-American Publishing Co., 1727 Indiana Avenue, Chicago, Illinois 60616.
Colors of Man, (K-6). Books, duplicating masters, study prints.

AGI, Box 1559, Boulder, Colorado 80302.
Environmental Studies Kit (K-12). Contains 75 assignment cards which are invitations to develop awareness and investigation strategies for self and environment.

Poster Packet. Ten colorful posters that deal with the human side of education.

The Cutting Edge. Reports of success and failure in helping learners grow.

AIMS Instructional Media Services, Inc., Box 1010, Hollywood, California 90028.
Correlation package of films and filmstrips for Harcourt's *Social Sciences Concepts and Values* (K-6).

Allyn and Bacon, Inc., Riverside, New Jersey.
Concepts and Inquiry, (K-6). The Educational Research Council of America (Formerly Greater Cleveland Council) Program. Planned, sequential, cumulative, multi-disciplinary. Student booklets, teacher's guides, also includes supplementary area studies.

American Book Company, 300 Pike Street, Cincinnati, Ohio 45202.
Triple I Series, (1-6). Series of children's booklets, teacher's guides. Builds outward from a positive self-image to personal and group relationships in a multi-ethnic environment.

American Guidance Service, Publishers Building, Circle Pines, Minnesota 55014.
Developing Understanding of Self and Others (DUSO). Kit K-1 (K-2) D-2 (2-4). Kits of activities and materials designed to facilitate the social and emotional development of children.

American Science and Engineering, Inc., 20 Overland Street, Boston, Massachusetts.
The City, (1-5); *Japanese Family*, (4-6); *House of Ancient Greece*, (5-10). MATCH (Materials and Activities for Teachers and Children) kits developed by Boston's Children's Museum. Multi-media kits; three dimensional objects, films, games, recordings, teacher's guides.

Anthropology Curriculum Project, University of Georgia, 105 Fain Hall, Athens, Georgia 30601.

Concepts of Culture, New World Pre-History, Language, Political Anthropology, Race, Caste and Prejudice (K-12). Study texts, pupil guides, and teacher's guides for each grade level to supplement existing social studies curricula.

Behavioral Research Laboratories, 866 Second Avenue, New York, New York.

World Around Us, (K-3). Explores life styles, includes four giant books, easel, teacher's manual.

Our Country (K-3). Non-verbal program; includes giant teaching books, easel, cassettes, teacher's manual.

Geography of the United States, (6-8). Individualized programmed course with texts, maps, test booklets, teacher's manual.

Benefic Press, 10300 W. Roosevelt Road, Westchester, Illinois 60153.

Economic Man (6-8). Based on the Industrial Relations Center's Elementary Economics Project, University of Chicago; includes textbooks, simulation games, student booklets, resource reading list, teacher's edition.

Market (6-9). Game can be purchased separately from *Economic Man* package.

Process/Concept Social Studies Series (K-3). Co-basic text with lessons for social studies inquiry skills.

Benzinger Inc., 8701 Wilshire Blvd., Beverly Hills, California 90211.

Ecology, Web of Life Series (4-8). Includes ten paperbacks and books of readings. Presents ecological concepts, problems and man's influence on ecosystems.

BFA Education Media, 2211 Michigan Avenue, Santa Monica, California 90404.

Elementary Economics Series, (K-3). Four 16mm films about basic economic principles.

Book-Lab, Inc., 1447 34 Street, Brooklyn, New York 11218.

Black History, (4-5). Individualized reading series of 32 booklets.

Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

Families are Alike and Different, (1-3). 16mm film showing likenesses and differences in three families of different ethnic backgrounds.

Black Americans at Work, (4-8). Series of six filmstrips showing true-to-life work situations.

Discovering Your Senses, (K-4). Six color sound filmstrips.

Curriculum Development Associates Inc., 1211 Connecticut Avenue, N.W., Washington, D.C. 20036.

Man : A Course of Study (5-7). Paperback books, teacher's guides and background information, records, and films concerning the nature of man and forces that shape humanity. Teacher training available.

Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640.

Actionkits (4-6). Five manipulative resource kits for use with Actionmap.

EDCOM Systems, Inc., 145 Witherspoon Street, Princeton, New Jersey 08540.

Kits have games, role-play materials, manipulative and audio-visual materials, data cards.

Man: A Study in Adaptation (4-6).

Time and Change (4-6).

Globe Operations Kits (4-8).

Educational Games Company, Box 363, Peekskill, New York 10566.

Election (5-12). Game dealing with American government and political scene.

Educational Progress Corporation, 4900 South Lewis Avenue , Tulsa, Oklahoma 74145. (K-12). Materials for total program or supplementary. Designed as a management system applicable for individualized instruction. Cassettes and data cards cross referenced to leading textbooks.

Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611.

Makers of America (5-8). Ten-volume reference series of original documents about ethnic groups in America.

My Home and Me (1-3). Six color sound filmstrips in which children tell what it's like to live in different areas of the United States.

Drug Abuse Program (5-8). Four 16mm color films, teacher and student handbooks.

Man's Basic Needs (K-3). Six filmstrips on food, clothing, shelter, transportation, services, etc.

The African Scene Film Series (5-8). Six 16mm color films on young people of African nations.

Field Educational Publications, Inc., 2400 Hanover Street, Palo Alto, California 94304.

The Field Social Studies Program (K-8). Ten textbooks with accompanying teacher's editions.

Schools, Families, Neighborhoods Multi-Media Readiness Kit (K-3). Study prints, charts, filmstrips, records, short strips, teacher's guide.

The Field Social Studies Media Kits (2-8). Same kind of materials as Readiness Kit; designed especially to reach non-readers.

Filmstrip House Inc., 432 Park Avenue, South, New York, New York 10016.
The Southwest (4-8). Four color-sound filmstrips, worksheets on ethnic influence on region's history.

Friendship Press, P.O. Box 37844, Cincinnati, Ohio 45231.
Why the Spider Lives in Corners (2-8). Paperback book to acquaint children with Liberia, Ghana, Congo, Uganda, Zambia.

Illustrated Map of Africa (3-8).

Ginn and Company, Lexington, Massachusetts 02173.
Ginn Social Science Series (K-8). People-centered program, texts, study-prints, response books.

Guidance Associates, Pleasantville, New York 10570.
First Things Series (K-4). Five sound filmstrip programs with discussion guide and suggested activities. Deals with feelings and interactions.

Outset/Places to Go (2-4). Filmstrip series introducing places and people in an innovative way.

Outset/People We Know (2-5). Films-rip series introducing places and people in an innovative way.

Harcourt Brace Janonovich, Inc., 757 Third Avenue, New York, New York 10017.
Beginning Level Study Prints (K). Demonstrates interaction of people and environment.

The Social Science/Concepts and Values (1-6). Textbook series dealing with human behavior and social order, unit tests and teacher's editions.

All Around Me (K-3). Early childhood program for urban children, color charts and teacher's manual.

Concept Picture Puzzles and Charts (K). Teaches social studies concepts in multi-racial context.

Harper and Row, 2500 Crawford Avenue, Evanston, Illinois 60201.
Discussion Pictures for Beginning Social Studies (K-1). Ninety classroom display pictures, teacher's guide, dealing with personal-social themes in social studies.

Our Family of Man (1-6). An interdisciplinary program with teacher's

edition, student texts. A conceptual approach with 3 sections, topics, information bank, and summaries.

Herder and Herder, 232 Madison Avenue, New York, New York 10021.

Down with the King (5-12). Game about political science and revolution.

The Road Game (5-12). Game which is about economics and problems in road construction.

The Value Game (5-12). Game about sociology and value clarification.

Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

American Folklore Series (4-8). Ten 16mm films on folklore heroes; also available with ten color-sound filmstrips.

Holt Urban Social Studies Series (1-3). Study of urban life, texts, teacher's guides, audio-visual kits, picture-study pads.

Holt Databank System (K-6). Texts, teacher's guides, databooks, databanks; uses storage retrieval, random access audio-visual library.

Shaftel Role Playing Units:

Values in Action (4-6). Ten color-sound filmstrips introducing problem-solving approach to values through role playing.

People in Action (1-3). Four sets of photographs with teacher's guide to stimulate interaction through role playing.

Imperial International Learning Corporation, Box 548, Kankakee, Illinois 60901.

Viva Mexico (4-7). Six cassettes and 30 student response books; a comprehensive overview of Mexico.

Instructional Simulations Inc., 2147 University Avenue, St. Paul, Minnesota 55114.

System I (3-12). A simple game which is applicable to any area. Instructs in classification of information. Teacher can furnish own content and rules. A game that teaches process.

Interculture Associates, Box 277, Thompson, Connecticut.

Village Life Study Kit (K-8). Forty-four artifacts, village model, charts, graphs, sound filmstrip, teacher's guide. Recreates a real village in India.

Laidlaw Brothers, River Forest, Illinois 60305.

Understanding Your World Series (4-8). Thirteen supplementary books, each dealing with a separate country.

People and Their Needs (K-1). Twenty-four color readiness study prints to develop social science concepts.

Lincoln Filene Center, Tufts University, Medford, Massachusetts 02155.
Intergroup Relations Curriculum: A Program for Elementary School Education (K-6). Two teacher volumes which outline methods, learning activities and an extensive list of instructional resources to encourage students' concepts of democratic human relations.

The Macmillan Company, 866 Third Avenue, New York, New York 10022.
Social Studies: Focus on Active Learning (1-7). Multi-media basal program.

Face to Face Books (1-3). Photodocumentary books about families around the world.

MACSCO, P.O. Box 382, Locust Valley, New York 11560.
Perception Game (K-12). A simulation game for all levels about human relations.

Media Plus, Inc., 60 Riverside Drive, New York, New York 10024.
Loving (4-6). Four-part sound filmstrip on ecological and human interdependence.

The Tree of Life (ungraded). Six-part bilingual sound filmstrip on Latin American people.

Two Views of Monday (4-6). Two-part sound filmstrip on drug abuse.

Pflaum/Standard Publishing Company, 38 West Fifth Street, Dayton, Ohio 45402.
Dimensions of Personality (1-6). Student materials and teacher's Guides designed to encourage students to discover themselves, their behavior and reasons for behavior.

Rand McNally and Company, P.O. Box 7600, Chicago, Illinois 60680.
Interaction Study Prints (K-4). Four sets of color and black and white prints stressing man's interaction with his environment; teacher's guides.

Teaching Units in the Social Sciences: Three Volumes of Practical Units, Volume I (K-2), Volume II (3-4), Volume III (5-6).

William H. Sadlier Inc., 11 Park Place, New York, New York 10007.
Childhood Readiness Kits (K-3). Murals, story cards, filmstrips, worksheets, records for learning about self and environment.

Scholastic Magazines Inc., 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.
Kindle Filmstrips (K-2). Ten color-sound filmstrips to help children understand their feelings and gain mastery of their environment.

Let's Start Picture Collections (K-2). Two sets of posterboard pictures about school and urban environment.

Firebord Books (5-7). Series of paperbacks about little-known

minority group members.

Scholastic Earth Corp Study Program (1-6). Multi-media environmental-awareness kits.

Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611.

Our Working World (1-6). Program based on University of Colorado project. Focuses on families, neighborhoods, cities at work, the American way of life, and regions of the United States.

Dimensions in Reading Kits (3-8). Readings on social studies.

Skill Kits (4-6).

Self-Development Media Kits (K-12).

Social Science Laboratory Units (3-7). Based on the Elementary Social Science Education Project at the University of Michigan. Text, records, project booklets, teacher's guide and training manual. Deals with causes and effects of human behavior. Easily used as supplementary material.

Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

Where Do We Live? (2-6). Learning activity game for learning geography concepts in creating a community.

Life on Paradise Island (4-6). Paperback gook which introduces economics through simulation.

Investigating Man's World (K-6). Interdisciplinary series developed to help students develop systematic ways of thinking about the world in which they live. Intermediate grade materials include paperback multi-texts.

Selective Education Equipment, Inc., 3 Bridge Street, Newton, Massachusetts 02195.

The Family of Man (K-6). Multi-media program of kits. (Four available). Each of these is a complete learning system, with study prints, audio-visual media, artifacts, trade books, teacher's resource guide. Program based on Minnesota Social Studies Project.

Silver Burdett Company, 200 James Street, Morristown, New Jersey 07960.

Silver Burdett "Families Around the World" Picture Packets (1-3). Sets of study prints about seven countries, holiday and *Earth, the Home of People*.

Time-Life Library of America (5-8). Thirteen books covering culture, history and geography of the United States.

Society for Visual Education Inc., 1355 W. Diversey Parkway, Chicago, Illinois 60614.

Indians of the United States and Canada (2-6). Forty-eight study prints in six sets devoted to different regional Indians.

You and the Law (4-8). Four long-playing records or two cassettes with teacher's guide dramatizing law processes and rights.

Spoken Arts Inc., 59 Locust Avenue, New Rochelle, New York 10801.
Discovering Our World (K-5). A series of four sound filmstrips for different age groups, teacher's guide and script, dealing with cultural dignity and world-mindedness.

Steck-Vaughn Company, P.O. Box 2078, Austin, Texas 78767.
The John Day Basic Albums (K-3). Four giant books dealing with problems of growing up in the city.

The Human Value Series (K-6). Set of teaching pictures, books, teacher's guide dealing with human behavior.

Teacher's Publishing Corporation, 866 Third Avenue, New York, New York 10022.
Social Studies Games and Activities (teacher). Contains over 200 games for strengthening social studies skills and attitudes.

Urban Media Materials, 68-06 Fresh Meadow Lane, Flushing, New York 11365.
Discovery Stories (2-4). Four color-sound filmstrips dealing with pollution, overpopulation, delinquency and brotherhood.

Culture of the Carribean (ungraded). Realia showing Spanish and African influence on Carribean culture.

Urban Systems, Inc., 129 Mt. Auburn Street, Cambridge, Massachusetts.
Dirty Water (3-9); *Ecology* (5-9); and *Population* (6-9). Three games dealing with environmental problems.

Life from Death Ecology Kit (4-6).

Western Behavioral Science Institute, La Jolla, California 92037.
Starpower Jr. (4-8). Game for the whole class about political science.

Powderhorn (3-6). Treats the subject of economy on the frontier; simulation.

Western Publishing Company, 850 Third Avenue, New York, New York 10022.
Adventures in Living (K-2). Four units, stand-up mural, story books, picture books, activities guide; for building social awareness.

Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017.
Color Sound Filmstrip Series (2-5). Six in each series.
Our Values deals with concepts of fairness, sharing, honesty, equality, etc.

Our Society deals with the community, schools, government, etc.

Our Economy deals with exchange, labor, banking, etc.

CONCLUDING THOUGHTS

In the social sciences, if nowhere else, a consideration of the child's development and mental health, within the purview of the meanings of civilization, is paramount. The child is of supreme moral worth. In a true sense, a teacher true to his ministry studies children with constructive affection.

A teacher is in the ministry of mercy, and his is its legacy; in the school, his is the prime valuation of the child. We value ourselves as we are valued. So do children.

Above all, a teacher heals.

Paul Brandwein

"You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow,
which you cannot visit, not even in your dreams.
You may strive to be like them, but seek not to
make them like you.
For life goes not backward nor tarries with
yesterday.
You are the bows from which your
children as living arrows are sent
forth.

From *The Prophet*
Kahlil Gibran

Children Learn What They Live

If a child lives with criticism, He learns to condemn.
If a child lives with hostility, He learns to fight.
If a child lives with ridicule, He learns to be shy.
If a child lives with shame, He learns to feel guilty.
If a child lives with tolerance, He learns to be patient.
If a child lives with encouragement, He learns confidence.
If a child lives with praise, He learns to appreciate.
If a child lives with fairness, He learns justice.
If a child lives with security, He learns to have faith.
If a child lives with approval, He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

In Guiding Young Children

A Philosophy--
Put learning in my way, then stand aside
To guide my footsteps,
But do not push--
My steps are small because my legs are short
And there is much to see that you have seen
But see no more--too bad!
When I have traveled all the road through books
Up hill and down,
My head will overflow with so much knowing.
Don't make me go too fast to see and hear this
lovely world.
Let joy keep pace with growing.

Audrey M. Linaberry

LISTING OF PROFESSIONAL ORGANIZATIONS FOR SOCIAL STUDIES

A Directory

AMERICAN ANTHROPOLOGICAL ASSOCIATION
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Publication: *American Anthropologist*
Annual Membership: $15.00

AMERICAN ECONOMIC ASSOCIATION
1313 21st Avenue South
Nashville, Tennessee 37212
Publication: *American Economic Review*
Annual Membership: $20.00

THE AMERICAN GEOGRAPHICAL SOCIETY
156th Street at Broadway
New York, New York 10032
Publication: *Geographical Review*
Annual Membership: $25.00

AMERICAN HISTORICAL ASSOCIATION
400 A Street, S.E.
Washington, D.C. 20003
Publication: *American Historical Review*
Annual Membership: $25.00

AMERICAN POLITICAL SCIENCE ASSOCIATION
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036
Publication: *American Political Science Review*
Annual Membership: Based on salary:
Under $12,000 - $20.00

AMERICAN SOCIOLOGICAL ASSOCIATION
1722 N. Street, N.W.
Washington, D.C. 20036
Publication: *American Sociological Review*
Annual Membership: $30.00

ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY
1407 Fourteenth Street, N.W.
Washington, D.C. 20005
Publication: *Journal of Negro History*
Annual Membership: $10.00

ASSOCIATION OF AMERICAN GEOGRAPHERS
1146 Sixteenth Street, N.W.
Washington, D.C. 20036
Publication: *The Annals*
Annual Membership: $25.00

NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION
111 West Washington Street
Chicago, Illinois 60602
Publication: *The Journal of Geography*
Annual Membership: Based on salary:
Under $10,0-0 - $12.00

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
Publication: *Social Education*
Annual Membership: $15.00

ORGANIZATION OF AMERICAN HISTORIANS
Thomas D. Clark, Executive Secretary
112 N. Bryan Street
Bloomington, Indiana 84112
Publication: *Journal of American History*
Annual Membership: $8.00

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